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Examining relationship between burnout level and socio-demographic characteristics of teachers: A case study for Ayaş, Gündül, Beypazarı, Nallıhan

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Abstract

In this study, Maslach Burnout Inventory was used to determine the relationship between 533 teachers' level of burnout; who work in Ayaş, Gündül, Beypazarı and Nallıhan provinces in the northern of Ankara in different positions and their socio-demographic variables. According to obtained data results; number of children, staff position and felt wealth level in desensitisation dimension and gender, education level and staff position in personal success dimension were determined as significant. It was concluded that marital status, duration of experience in job and staff position in management were not statistically significant on emotional exhaustion, desensitisation and personal success.

Keywords: Burnout; Teachers; Maslach Burnout Inventory.

INTRODUCTION

In our days, technological and economic developments undergone rapidly, changing working conditions increasing competition environment and the challenges faced in adapting to the changing social structure in parallel with these influence the individuals in physical, psychological and social dimensions. The adverse effects faced by the individuals at different levels bring about stress in general terms.

Stress is a situation which is formed when the limits of the body are threatened and challenged from physical and spiritual aspects, lessens the joy of living for an individual decreasing productivity, adversely affects the emotional relations of an individual with his / her social environment (Baltaş ve Baltaş, 2006). Selye (1976) examines the stress I three phases from the aspect of its physiological formulation. The first phase is the alarm reaction of the body. The second phase is the resistance phase and the last one is burnout. In the burnout phase, the body loses strength as it can no longer resist against the pressure caused by the stress and various psychological and physical diseases occur (Selye, 1976).

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Burnout, the last phase of stress and which is the indicator of failing in struggling against stress was defined by Freudenberg (1974) as “the state of failure, feeling weak, desperate and worn out, the state of burnout in the inner world of the individual as a result of unsatisfied requirements” while the burnout was defined by Maslach and Jackson (1981) as a syndrome with physical and mental aspects including long term fatigue of individuals, the state of physical tiredness, feeling desperate and hopeless in general terms, showing negative behaviors against the one’s work and surrounding people. And according to Pines and Aronson (1988) burnout is a kind of physical, emotional and mental state of being worn out as a result of exhibiting negative behaviors against life and other people and long term exposure to the situations requiring emotional satisfaction (Pines and Aronson, 1988).

Burnout syndrome is closely associated with stress as it is a reaction against the long term emotional and stress sources about the work executed by the individuals. Despite this, it will be inadequate to handle the burnout just from the aspect of stress as it is phenomenon with different dimensions (Freudenberg, 1981; Maslach and Zimbardo, 1982; Karakuş, 2008).

Maslach and Jackson (1981) handles the burnout in three dimensions explaining the negative emotions and behaviors which are emotional exhaustion, depersonalization and personal accomplishment (Maslach and Jackson 1981).

Emotional exhaustion is defined as the state which is mostly faced by people with professions where especially the social relations and communication with people is dense, where people feel themselves worn and fatigues in emotional terms and they feel in their daily lives that their energy has ended up and this is the most important dimension of burnout. The depersonalization dimension is the state that people exhibit indifferent and humiliating behaviors against the other people they serve and surrounding them where the attitudes are deprived of emotions. The personal accomplishment dimension is the state where people evaluate themselves negatively in many aspects, and they feel themselves inadequate for their positions at work and overcoming the problems they encounter (Maslach and Jackson, 1981).

Burnout is more frequently seen in people who are excessively working to be more successful at work in general and bearing much more responsibility than one’s own capacity. According to the US Stress Institute; one of the professions making it difficult to struggle efficiently against the daily problems of life and therefore being under high level of risk is teaching. In the international literature, teaching is also identified as a profession with high level of stress (Antoniou et al. 2000; Baltaş and Baltaş, 2006).

Teaching is defined as a profession which bears the education and teaching tasks among the general state services and which is divided into grades (TBMM, Law no : 439). Teaching is a profession branch where the social and personal relations are strong, requiring special effort in order to transfer the correct behavior to the trained individuals having the expert knowledge and skills, with certain ethical and moral rules, aims at psychologically socially and culturally well- educated individuals for the society by transferring the necessary knowledge, skills and behaviors as a whole (Yazar, 1993; Şanal and Güçlü, 2005; Şentürk, 2009). The responsibilities of the teaching profession and teachers who think that they may not be able to meet the liabilities expected from them cause the burnout phenomenon as a kind stress syndrome for the teachers (Guglielmi and Tatrow, 2000).

In the burnout syndrome encountered by teachers, there are some factors influential as the personal characteristics, social environment, economic situation, family and health condition of the teachers, inadequacy of the education and teaching opportunities, insufficient resources, too much problems encountered in the classroom, communication with parents and colleagues, problems stemming from the school management and bureaucratic applications (Campell and Liyod, 1983; Tümkaya, 1996).

As a result of burnout, there are some psychological symptoms as sudden anger attacks persistent bitterness state, a continuous feeling of loneliness, feeling desperate and not being able to seek for help, thinking of being prevented, doubting about everything (Işıkhan, 2004). In addition to these, decrease in the importance given by the individuals to oneself, changing works and early retirement can be seen as a result of burnout. Therefore, this syndrome causes losses in the qualified workforce and decrease in the service quality and economic losses in social terms as well (Wright and Bonett 1997; Çokluk, 2003).

Burnout not only harms the individual undergoing it, but also harms the social environment the individual lives in. the physical and psychological problems faced by teachers with the burnout also weakens the teachers in qualitative terms (Antoniou et al. 2000; Sürgevil Dalkılıç, 2004).

As the burnout phenomenon creates anxiety globally, much surveys have been conducted on burnout for the purpose of lessening the adverse effects of burnout on the individuals and handling burnout from new perspectives (Maslach et al., 2001). In recent years, the number of surveys conducted to investigate the level of burnout faced by teachers and the factors affecting the burnout syndrome have also increased (Çam, 2010; Urbanouska, 2011; Karacan, 2012; Doğuyurt, 2013; Ekinci, 2013; Tuna and Çimen, 2013; Ak, 2014; Erkul, 2014; İnce, 2015; Koralay, 2014; Yetimoğlu, 2014; Çelik, 2015; Koç, 2015). The reason for this is the fact that the burnout syndrome negatively influences teachers as well as their family lives, students, parents and the school management (Guglielmi and Tatrow, 2000).

Identifying the burnout levels of the teachers which negatively influences the private and professional lives of teachers and examination of the factors having an impact of burnout is quite important due to its effects on the individual and the society. In the direction of these information the purpose of this survey is to identify the burnout levels of the teachers and whether it changes or not depending on the factors like the gender, age, education status, marital status, number of children, grade of working, time elapsed in this profession, management task and welfare state. Besides, in the light of the findings of this study, some solutions have been suggested to prevent the burnout faced by the teachers.

METHOD

Population of the survey

The population of this survey consisted of 533 teachers working at various grades in Ayaş, Güdül, Beypazarı and Nallıhan towns in the northern part of Ankara. 206 teachers from Beypazarı, 146 teachers from Nallıhan and 133 teachers from Ayaş and 48 teachers from Güdül were applied the questionnaire.

Data collection tools

In this study, “The Personal Data Form” including the personal and professional information of the teachers and “Maslach’s Burnout Inventory” was utilized in order to identify the burnout levels of the teachers. The Personal Data Form contains 8 items expressing the state of teachers for gender, age, education status, marital status, number of children, working grade, time elapsed in the profession and the welfare state. Maslach’s Burnout Inventory, developed by Maslach and Jackson (1981) and adapted into Turkish by Ergin (1992) consisted of 22 items. In the adaptation of the inventory 5 Point Likert Scale was used for the answer options as “never, rarely, sometimes, mostly, always”. “Maslach Burnout Inventory” measures the burnout in three sub- dimensions. The Emotional exhaustion dimension includes 9 articles, depersonalization dimension includes 5 articles

and the personal accomplishment dimension includes 8 articles. While the emotional exhaustion and depersonalization dimensions cover negative expressions, the personal accomplishment covers positive expressions contrary to the first two sub- dimensions. For this reason, low points obtained at the personal accomplishment sub- dimension (always = 0, mostly = 1, sometimes = 2, rarely = 3, never = 4) and high points obtained at the emotional exhaustion and depersonalization sub- dimensions (never = 0, rarely = 1, sometimes = 2, mostly = 3, always = 4) indicates the burnout.

Collecting the data

In this study, the questionnaire forms used for collecting data was applied by the researchers to the volunteer teachers working at various grades in Ayaş, Güdül, Beypazarı and Nallıhan towns through face to face questioning method. The sampling of the study was obtained through stratified sampling method among the teachers working in the identified towns.

Analysis of the data

The normality assumption was examined using Kolmogorow - Smirnov test. In the cases ensuring the normality assumption the comparison of two independent groups was made through t test and Variance Analysis (ANOVA) was used to compare more than two groups. When the normality assumption could not be achieved, Mann Whitney U test was used to compare two independent groups and Kruskal Wallis H test analysis was used to compare more than two groups. The validity and reliability of the utilized inventory was investigated by the Reliability Analysis and Explanatory Factor Analysis. The significance level is taken as 0.05 for all statistical analysis.

FINDINGS

In this survey, of 533 teachers working at various grades in 4 towns (Ayaş, Güdül, Beypazarı and Nallıhan) in the northern part of Ankara were applied the burnout questionnaire. 206 teachers from Beypazarı, 146 teachers from Nallıhan and 133 teachers from Ayaş and 48 teachers from Güdül participated in the survey.

Table 1. Demographical Data

Variables		Towns								total	
		Beypazarı N	%	Nallıhan N	%	Ayaş n	%	Güdül n	%	N	%
Gender	Male	87	42,2	51	24.8	38	18.4	30	14.6	206	38.6
	Female	119	36,4	95	29.1	95	29.1	18	5.5	327	61.4
Age	20 - 25	16	34,8	17	37	11	23.9	2	4.3	46	8.6
	26 - 30	36	27,5	55	42	23	17.6	17	13	131	24.6
	31 - 35	55	39	37	26.2	41	29.1	8	5.7	141	26.5
	36 - 40	30	39,5	13	17.1	22	28.9	11	14.5	76	14.3
	41 +	69	49,6	24	17.3	36	25.9	10	7.2	139	26.1
Education status	Bachelor	186	40,2	127	27.4	107	23.1	43	9.3	463	86.9
	Master	20	28,6	19	27.1	26	37.1	5	7.1	70	13.1
Marital status	Married	38	29,7	51	39.8	26	20.3	13	10.2	128	24
	Single	168	41,5	95	23.5	107	26.4	35	8.6	405	76
Number of children	0	57	30,3	76	40.4	36	19.1	19	10.1	188	35.5
	1	48	37,8	33	26	35	27.6	11	8.7	127	24
	2	72	41,6	35	20.2	54	31.2	12	6.9	173	32.5
	3 and over	28	66,7	1	2.4	8	19	5	11.9	42	7.9

In Table 1, some demographical data of the teachers included in the study are provided. 38.6 % of the teachers participated in the survey were male and 61.4 % of the teachers were female. When the age distribution of the teachers were examined, most of the youngest teachers (aged 20 - 25) are seen to be working in Beypazarı while the teachers aged 41+ are also mostly working in Beypazarı. 86.9 % of the teachers are Bachelor's degree graduates while 13.1 % are master's degree graduates. Most of the master's degree graduates are working in Ayaş town. When the marital status of the teachers are examined, it is seen that 24 % are married, and 76 % are single. When the number of children are examined, 35.5 % do not have children, 24 % have one child, 32.5 % have 2 children and 7.9 % have 3 and more children.

Table 2. Professional and Economic Data

Variables		Towns								total	
		Beypazarı N	%	Nallıhan n	%	Ayaş n	%	Güzül n	%	n	%
Working grade	Primary school	51	38,3	39	29,3	41	30,8	2	1,5	133	25
	Secondary school	58	37,7	45	29,2	31	20,1	20	13	154	28,9
	High school	97	39,4	62	25,2	61	24,8	26	10,6	246	46,1
Time elapsed in profession	0 - 5 years	41	25,3	71	43,8	35	21,6	15	9,3	162	30,5
	6 - 10 years	47	37,9	32	25,8	32	25,8	13	10,5	124	23,3
	11 - 15 years	43	46,2	14	15,1	29	31,2	7	7,5	93	17,5
	16 - 20 years	33	45,2	12	16,4	21	28,8	7	9,6	73	13,7
	21 years and over	41	51,2	17	21,2	16	20	6	7,5	80	15
Management task	Yes	20	26,7	25	33,3	24	32	6	8	75	14,1
	No	186	40,6	121	26,4	109	23,8	42	9,2	458	85,9
Welfare state	Low level	45	27,1	52	31,3	48	28,9	21	12,7	166	31,2
	Middle level	144	42,7	91	27	78	23,1	24	7,1	337	63,3
	High level	17	58,6	3	3	6	20,7	3	10,3	29	5,5

In Table 2, the answers of the teachers given for the profession and economy related questions are provided. When the working grade of the teachers is examined it is seen that 25 % are working at primary schools, 28.9 % are working at secondary school, 46.2 % are working at high school. When the time elapsed in the profession is examined, it is seen that 30.5 % have been working for 0 - 5 years, 23.3 % have been working for 6 - 10 years, 17.5 % have been working for 11 - 15 years, 13.7 % have been working for 16 - 20 years and 15 % have been working for 21 years and over. The percentage of teachers with a management task is 14.1. when the welfare states are examined, it is seen that 31.2 % have low level, 63.3 % have middle level and 5.5 % have high level welfare.

Table 3. Results of the reliability analysis

Sub scales	Cronbach's Alfa
Emotional exhaustion	0.860
Personal accomplishment	0.729
Decrease in the feeling of personal accomplishment	0.704
General	0.869

In Table 3, the results of the Reliability Analysis and in Table 4, the results of the Explanatory Factor Analysis are provided. The Cronbach's Alpha value indicating the reliability of the used scale was obtained as 86.9 % and this value indicates the high reliability. The Cronbach's Alpha value indicating the sub scales is obtained between the 70.4 % and 86 %.

Table 4. The results of the explanatory factor

Sub dimensions	Burnout scale	Never	Rarely	Sometimes	Mostly	Always	\bar{x}	Factor load
		%	%	%	%	%		
Emotional exhaustion	1. I feel I have a dislike to my job.	19.9	30.0	38.8	9.8	1.5	2.43	0.805
	2. I feel spiritually exhausted when I return from work.	13.5	26.6	39.6	18.2	2.1	2.69	0.815
	3. I feel I cannot keep up with this job one more day when I wake up	37.0	33.8	21.2	6.9	1.1	2.02	0.773
	6. It is tiring for me to deal with all of the students.	17.6	25.5	37.7	16.1	3.0	2.61	0.522
	8. I feel I am fed up with my work.	29.3	32.8	28.3	7.9	1.7	2.20	0.792
	13. I feel my job restricts me.	26.5	28.5	32.5	7.9	4.7	2.36	0.659
	16. Working directly with the students causes stress for me	34.0	30.2	27.8	6.8	1.3	2.11	0.489
	20. I feel I have come to the end of the way.	64.2	16.5	14.3	3.2	1.9	1.62	0.366
Depersonalization	5. I see that I behave some students as if they were not humans	70.4	17.4	9.8	1.7	.8	1.45	0.106
	10. I have been stricter against humans since I started this job.	37.3	32.1	22.9	6.4	1.3	2.02	0.445
	11. I am afraid that this job will make me harder.	45.6	25.5	19.5	7.3	2.1	1.95	0.472
	15. I do not care about the students.	79.4	11.3	6.6	1.3	1.5	1.34	0.052
	21. I am cool about the emotional problems at work.	15.9	45.2	27.0	9.2	2.6	2.37	0.508
	22. I feel that the students behave as if I created some of their problems.	42.6	26.6	25.7	3.2	1.9	1.95	0.173
Decrease in the feeling of Personal accomplishment	4. I immediately understand what the students feel.	15.6	63.8	12.9	4.3	3.4	2.16	0.560
	7. I find the most suitable solution for the students' problems.	10.7	67.0	17.8	3.0	1.5	2.18	0.698
	9. I believe that I contribute to the lives of students thanks to my job.	26.5	52.9	13.3	4.7	2.6	2.04	0.655
	12. I am strong enough to do many things	18.9	50.1	22.7	6.2	2.1	2.22	0.581
	14. I feel I work too much.	10.9	22.1	31.7	25.5	9.8	3.01	0.486
	17. I am creating a relaxed environment with the students.	28.0	52.2	14.1	3.6	2.3	2.00	0.709
	18. I feel to be enlivened after a close work with the students	22.7	51.3	19.5	4.9	1.5	2.11	0.700
	19. I have succeeded many things in this work.	12.2	49.1	27.3	7.9	3.6	2.42	0.712
Kaiser - Mayer - Olkin = 0.889 Bartlett's Test of Sphericity (p = 0.001)								

The sufficiency of the population size was investigated by Kaiser - Mayer- Olkin value (KMO=0,889), and the Bartlett test indicated the applicability of the factor analysis ($p < 0,001$). According to the results of the factor analysis, it is seen that the questions relevant to the scale are grouped in three factors. The first factor explains 38.19 % of the variance, the second factor explains 14.93 % of the variance and the third factor explains 6.7 % of the variance. The third factor has the least explanatory ratio. The questions in the first factor are 1, 2, 3, 6, 8, 13, 16 and 20 and these questions make up the “Emotional Exhaustion” sub- scale. The questions in the second factor are 5, 10, 11, 15, 21 and 22 and these questions make up the “Depersonalization” sub scale. And the questions in the third factor are 4, 7, 9, 12, 14, 17, 18 and 19. And these questions make up the “Decrease in the Feeling of Personal Accomplishment” sub scale. When the factor loads given in Table 4 are examined it is seen that the greatest factor load belongs to the question “I feel I have

a dislike to my job” in the Emotional Exhaustion sub scale. In the depersonalization sub scale, the greatest factor load belongs to the question “I am cool about the emotional problems at work.” And for the Decrease in the Feeling of Personal Accomplishment sub scale the greatest factor load belongs to the question “I have succeeded many things in this work”.

Table 5. Examination of the burnout score values according to the demographical and professional variables

Variables		Emotional exhaustion	Depersonalization	Decrease in the feeling of Personal Accomplishment
Gender	Male	18.03 ± 5.66	11.67 ± 3.51	18.69 ± 4.62
	Female	18.04 ± 5.76	10.72 ± 3.69	17.78 ± 3.68
	p value	0.983	0.003	0.012
Age	20 - 25	17.45 ± 5.84	11.50 ± 3.42	18.50 ± 3.73
	26 - 30	19.27 ± 5.85	11.96 ± 3.94	18.51 ± 3.87
	31 - 35	17.94 ± 5.66	10.91 ± 3.76	17.89 ± 4.21
	36 - 40	17.47 ± 5.60	10.71 ± 2.95	18.17 ± 4.31
	41 +	17.47 ± 5.58	10.50 ± 3.54	17.86 ± 4.16
	p value	0.069	0.011	0.63
Education status	Bachelor	17.85 ± 5.69	10.91 ± 3.53	17.96 ± 4.06
	Master	19.27 ± 5.85	12.26 ± 4.23	19.21 ± 4.11
	p value	0.052	0.004	0.017
Marital status	Married	18.59 ± 5.84	11.61 ± 3.87	18.30 ± 3.63
	Single	17.86 ± 5.68	10.92 ± 3.57	18.08 ± 4.22
	p value	0.206	0.064	0.596
Number of children	0	18.75 ± 5.84	11.49 ± 3.70	18.27 ± 3.78
	1	18.44 ± 5.21	11.33 ± 3.78	18.23 ± 4.11
	2	17.02 ± 5.90	10.49 ± 3.43	17.85 ± 4.31
	3 and over	17.88 ± 5.63	11.05 ± 3.84	18.39 ± 4.56
	p value	0.028	0.059	0.745
Working grade	Primary school	17.69 ± 5.98	10.72 ± 3.86	16.61 ± 3.85
	Secondary school	17.18 ± 5.59	11.08 ± 3.71	18.35 ± 4.04
	High school	18.75 ± 5.59	11.28 ± 3.49	18.82 ± 4.04
	p value	0.021	0.354	<0.001
Time elapsed in profession	0 - 5 years	17.97 ± 5.87	11.43 ± 3.80	18.32 ± 3.90
	6 - 10 years	18.54 ± 5.77	11.33 ± 3.88	17.99 ± 4.15
	11 - 15 years	18.54 ± 5.21	11.10 ± 3.44	18.46 ± 4.35
	16 - 20 years	17.71 ± 5.70	10.83 ± 3.32	18.57 ± 3.70
	21 years and over	17.02 ± 5.92	10.19 ± 3.41	17.17 ± 4.28
	p value	0.353	0.128	0.177
Management task	Yes	17.95 ± 5.99	11.29 ± 3.69	17.36 ± 4.31
	No	18.05 ± 5.68	11.05 ± 3.65	18.26 ± 4.04
	p value	0.885	0.6	0.078
Welfare state	Low level	19.19 ± 6.49	11.42 ± 3.89	18.18 ± 4.48
	Middle level	17.67 ± 5.27	11.04 ± 3.55	18.18 ± 3.84
	High level	15.69 ± 5.01	9.86 ± 3.24	17.34 ± 4.45
	p value	0.001	0.095	0.56

In Maslach Burnout Inventory, each scale is separately evaluated. Each item is scored according to never (0), rarely (1), sometimes (2), mostly (4) values. Here, the difference is created by the Decrease in the Feeling of Personal Accomplishment sub scale. While estimating the scores relevant to this scale, the opposite of the above mentioned scoring was used as the questions making up the Decrease in the Feeling of Personal Accomplishment sub scale are in positive direction, the questions in the other sub scales are negatively directed. In Table 5, the relations

between the demographical and professional variables were examined with variance analysis and t test for each sub scale and the following results were obtained.

While the mean difference in terms of emotional exhaustion is not statistically significant between the male and female teachers ($p = 0.983 > 0.05$), there is a statistical significance in terms of depersonalization and Decrease in the Feeling of Personal Accomplishment ($p < 0.05$). For male teachers, there is a higher level of depersonalization and Decrease in the Feeling of Personal Accomplishment compared to the female teachers.

While the mean difference in terms of emotional exhaustion and Decrease in the Feeling of Personal Accomplishment is not statistically significant depending on the age group of teachers ($p > 0.05$), the mean difference is statistically significant in terms of depersonalization for age groups ($p = 0.011 < 0.05$). The teachers aged 26 -30 had higher scores in depersonalization compared to the teachers in other age groups ($p = 0.01 < 0.05$).

While the mean difference in terms of emotional exhaustion is not statistically significant between the bachelor and master graduates ($p = 0.052 > 0.05$), there is a statistical significance in terms of depersonalization and Decrease in the Feeling of Personal Accomplishment ($p < 0.05$). The bachelor's degree graduates had higher scores in depersonalization and Decrease in the Feeling of Personal Accomplishment compared to the master's degree graduates.

While the mean difference in terms of depersonalization and Decrease in the Feeling of Personal Accomplishment is not statistically significant depending on the number of children ($p < 0.05$), there is a statistical significance in terms of emotional exhaustion ($p = 0.028 < 0.05$). The teachers with two children had less scores in emotional exhaustion compared to the teachers having more or less or no children ($p = 0.03 < 0.05$).

While the mean difference in terms of emotional exhaustion and Decrease in the Feeling of Personal Accomplishment is statistically significant depending on the working grade of the teachers ($p < 0.05$), there is not a statistical significance in terms of depersonalization ($p = 0.354 > 0.05$). The teachers working at secondary school had less scores in emotional exhaustion compared to the teachers working at high school ($p = 0.022 < 0.05$). And the teachers working at primary schools had less scores in Decrease in the Feeling of Personal Accomplishment compared to the teachers working at secondary school and high school ($p < 0.05$).

According to the welfare state felt by the teachers, the mean difference in terms of depersonalization and Decrease in the Feeling of Personal Accomplishment is not statistically significant ($p > 0.05$) while the mean difference in terms of emotional exhaustion is statistically significant depending on the welfare state ($p = 0.001 < 0.05$). The teachers at the low level of welfare had higher emotional exhaustion scores compared to the teachers with middle and high level of welfare ($p < 0.05$).

As for the marital status of the teachers, the mean difference in terms of emotional exhaustion and Decrease in the Feeling of Personal Accomplishment and depersonalization is not statistically significant ($p > 0.05$).

DISCUSSION AND CONCLUSION

Burnout, consists of three sub dimensions as emotional exhaustion, depersonalization and personal accomplishment and these express the changes in the lives of people suffering from burnout. (Maslach and Zimbardo, 1982: 3)

In this survey, the teachers working at various grades in four towns of Ankara were examined at the emotional exhaustion, depersonalization and personal accomplishment sub dimensions considering the effect of gender, age, education status, marital status, number of children, grade of working, time elapsed in this profession, management task and welfare state.

In the survey, as the mean difference in terms of emotional exhaustion was not found to be statistically significant between the male and female teachers, it has been identified that gender is not an influential variable in the emotional exhaustion dimension. In the other researches performed similar findings are seen to be obtained (Çatır, 2014; Koralay, 2014). As the score of the male teachers is higher in the Decrease in the Feeling of Personal Accomplishment and depersonalization compared to the female teachers, the gender is found out to be influential on burnout in these two sub- dimensions. Maslach and Jackson (1985) discovered in their study that gender variable did not have a significant impact on burnout, only the males had higher scores in depersonalization dimension compared to the females. When the survey conducted by Ergin (1992) is examined, it is seen that emotional exhaustion is higher for the females. This situation is expressed to be stemming from the social roles of females where females approach to people in a more positive manner (Maslach and Jackson, 1981).

It was found out that the mean difference in terms of emotional exhaustion and Decrease in the Feeling of Personal Accomplishment was not statistically significant depending on the age groups of teacher. The findings of Tuğrul and Çelik (2002), Koralay (2014) in their researches are parallel with the findings of this survey. There is a statistical significant between the age groups in terms of depersonalization. The teachers aged 26 - 30 had higher scores in depersonalization compared to the teachers in other age groups, and acting from this fact it can be said that the burnout level of the teachers in this age group is high. In the studies conducted by Babaoğlu (2006) and Aydemir (2013) the age variable was also found to be influential in the depersonalization sub- dimension. In this content, it can be said that the burnout in the depersonalization sub- dimension decreases with aging. In the research performed by Polat, Topuzoğlu and Gürbüz (2009), a significant difference was not found in burnout levels depending on the age factor.

In the survey, it was found out that the number of children was not influential on the depersonalization and Decrease in the Feeling of Personal Accomplishment sub dimensions. According to the study performed by Karacan (2012), the variable of having children was found not to be influential on burnout. Unlike that finding, in a study performed by İzgar (2001) the level of burnout was found to be less for the people having children compared to the childless people in the depersonalization and total exhaustion scales.

In the survey, the burnout levels of teachers were examined to identify whether it changed depending on the education status or not. While the mean difference in terms of emotional exhaustion is not statistically significant between the bachelor and master graduates, there is a statistical significance in terms of depersonalization and Decrease in the Feeling of Personal Accomplishment. The bachelor's degree graduates had higher scores in depersonalization and Decrease in the Feeling of Personal Accomplishment compared to the master's degree graduates, therefore their burnout level was also higher and education status is a factor influential on burnout. This situation may be explained with the fact that as the education status of the teachers go higher, their expectations from the professional and social lives are also higher. When the other surveys performed are examined, similar results are seen to be obtained by Tuğrul and Çelik (2002), Cemaloğlu and Erdemoğlu Şahin (2007) and Peker (2002).

When the burnout level of teachers depending on the working grade is examined; working grade is found to be an influential variable in emotional exhaustion and Decrease in the Feeling of Personal Accomplishment. In their study, Cemaloğlu and Erdemoğlu Şahin (2007) identified that the

working grade was not influential on the emotional exhaustion. The emotional exhaustion level of the teachers working at secondary school is less than the teachers working at high schools. And the teachers working at primary school have less scores in Decrease in the Feeling of Personal Accomplishment compared to the teachers working at high schools and secondary schools which indicates that burnout level is higher for these teachers. This situation may be caused by the physical emotional and psychological features of the primary school students and the challenges encountered while working with these students. In terms of depersonalization, the working grade of the teachers was identified not to be influential on the burnout level of teachers.

In the survey, the welfare state of the teachers was identified not to be an influential variable in the depersonalization and Decrease in the Feeling of Personal Accomplishment sub dimensions. However, it was found to be an influential factor in emotional exhaustion. The teachers with low level of welfare had higher burnout scores compared to the people with middle and high level welfare. In hid study, Otacıoğlu (2008) indicated that the teachers not satisfied with their economic state had higher burnout levels which is in parallel with the findings of this study.

In the survey, it was found out that the impact of marital status, time elapsed in the profession and having managerial or administrative tasks on the burnout levels were not statistically significant in terms of emotional exhaustion and Decrease in the Feeling of Personal Accomplishment and depersonalization.

It was concluded that the marital status of the teachers sis not affect the burnout level. When the other surveys conducted are examined (Oruç, 2007; Karakuş, 2008; Geçit 2012; Erkul, 2014) similar findings are seen to have been reached. This situation may be interpreted as marriage supports the individuals in personal and social terms.

The time elapsed in the profession was found not to be influential in three sub dimensions of burn out. In a study conducted by Oruç (2007), similar results are seen in the emotional exhaustion and depersonalization and in a study conducted by Geçit (2012) similar results are seen in the emotional exhaustion and personal accomplishment dimensions. Positive expectations of the new teachers and the working atmosphere and the increased loyalty of the individuals to their profession who have been working for a long time can be considered to be the reason for their positive behaviors.

In the study, although the management task is found not to be influential in the emotional exhaustion and depersonalization and Decrease in the Feeling of Personal Accomplishment sub-dimensions, when the literature of this field is scanned, it is stated that people with management tasks undergo high level of burnout due to increased work load and liabilities (Pines and Aronson, 1988).

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